

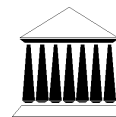
A large, light gray graphic of a classical building facade, featuring a triangular pediment supported by several columns. The text is centered within this graphic.

SECTION I

**MISSION,
MANDATES,
AND REGULATIONS
FOR PROFESSIONAL DEVELOPMENT**



Notes



I. MISSION, MANDATES, and REGULATIONS FOR PROFESSIONAL DEVELOPMENT

Notes

A. Mission of Professional Development

Supporting teachers in their continual efforts to improve instruction so that each student may achieve at higher levels in the public schools is the mission of professional development. School board members, administrators, and teachers are encouraged to keep this mission clearly in mind when making decisions pertaining to district-level and building-level professional development. Final decisions regarding professional development should support the primary goal of improving instruction to improve learning. This mission has ongoing implications for sustained training in effective classroom practices, authentic instruction, instructional leadership, technology and assessment.

Educators derive benefits from pursuing both individual and organizational interests. Technology transfer, collegial exchanges, enhanced content knowledge, and skill development can all contribute to increasing both individual and organizational capacities.

Professional educators continually reflect on their practices and develop and articulate their beliefs about teaching and learning while improving classroom practices. This requires time and opportunities for observing and practicing new ways of teaching, learning, and networking in and out of the classroom. Sustained training to develop and hone teaching skills is a worthy goal for teachers and can be supported with professional development monies.

To develop a strong, well-organized, successful professional development program, teachers, administrators, and school board members must work as a team. Everyone must be totally committed to the improvement of instruction for enhanced and sustained learning. Collaboration will promote conversation about the best available research utilized in teaching, learning, and leadership. Accessing resources from the local community, higher education, and the state will enhance the improvement process. Effective systemic reform and reculturing will ensure that each student learns well, applies his/her knowledge, and continues achieving in and out of school.

To align local professional development efforts with state guidelines, consider the following critical questions:

- Does the professional development plan directly relate to the district Comprehensive School Improvement Plan (CSIP) and the 3rd Cycle Missouri School Improvement Plan (MSIP) professional development standards?
- Is each professional development activity consistent with the vision and the goals of the district's professional development program?
- Does each professional development offering enhance the participants' repertoire of skills and content knowledge?
- Does each professional development activity involve active learning processes?
- Does each professional development offering lead to improvement of teaching practice?
- Does each professional development offering eventually help students become better and more efficient learners?



Notes

B. MISSOURI MANDATES AND REGULATIONS

1. Statutory Authority for Professional Development

A. Excellence In Education Act of 1985

Section 168.405.2.

2. There is hereby created the “Principal-Administrator Academy” under the auspices of the department of elementary and secondary education. The academy is not a single institution, but an organizational framework for a wide array of educational and training programs for school leaders that may be conducted at several sites in the state by the department of elementary and secondary education, individually or through contract.

Effective Date: September 1, 1988

Key Provisions:

- ⇒ The academy is an organization with the ability to operate from several different sites.
- ⇒ The academy may offer a wide array of educational and training programs for school leaders.
- ⇒ The academy may offer professional development to individuals or contract others to offer professional development.

Sections 168.400.4(1) (2) & 5 RSMo.

4. Beginning teacher assistance programs established under this section shall include, but need not be limited to, the following provisions:
- Such programs shall require each school district to provide a plan of professional development for the first two years of teaching for any teacher who does not have prior teaching experience. The professional development plan shall include assistance from a professional development committee, which is hereby established in each school district, which committee shall work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; serve as a confidential consultant upon a teacher’s request; assess faculty needs and develop in-service opportunities for school staff; and present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district. The members of each professional development committee shall be selected by the teachers employed by the school district in question. The professional development plan may include guidance from a district designated faculty member employed at a grade level comparable to the instructional grade level of the beginning teacher, and such other forms of assistance which the school district may choose to offer.



- ❑ Such programs shall include assistance from the teacher education program which provided the teacher's training if such training was provided in a Missouri college or university. Such assistance from the college or university may include retraining, internship, counseling, and in-service training.
- ❑ The practicing teacher assistance programs established under this section shall include, but need not be limited to, programs of professional development and improvement as provided for experienced teachers by the professional development committee; and professional growth opportunities as provided by the local school district for all practicing teachers.

Effective Date: September 1, 1988

Key provisions:

- ➡ Each district must provide a plan of professional development, with assistance from the professional development committee, for a teacher's first two years of teaching.
- ➡ The professional development committee is charged with four responsibilities:
 - (a) identify instructional concerns and remedies
 - (b) serve as a confidential consultant upon a teacher's request
 - (c) assess faculty needs and develop inservice opportunities for school staff
 - (d) present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction
- ➡ Members of the professional development committee are to be selected by teachers currently employed by the district.
- ➡ The professional development committee is to work with both beginning and experienced teachers.
- ➡ Beginning teachers who have graduated from Missouri teacher preparation programs shall receive assistance from the teacher education program which provided the teacher training.

Questions and Answers

What qualifies as prior teaching experience?

Prior teaching experience is having had two full years (not necessarily consecutive) of teaching experience under a regular teacher contract in a public school system.

Can a teacher get credit for teaching experience in a public school in another state?

Yes.



Notes

If a beginning teacher in Missouri graduated from a college in another state, must he/she receive teaching assistance from the university from which he/she graduated?

No.

Must Professional Development Committee (PDC) membership be limited to classroom teachers?

No. Counselors, librarians, coordinators, directors, principals, superintendents, and any other certificated staff member may serve on the committee if selected by teachers.

May non-certified staff be members of the Professional Development Committee (PDC)?

Teachers may select non-certificated staff members to serve on the PDC; *however, staff development for non-certified staff is not an allowable expenditure for the mandatory one percent professional development monies.* If a district intends to allocate additional funds beyond the mandatory one percent to support training for non-certified staff and they want the Professional Development Committee (PDC) to assist in planning this training, then non-certified staff members could serve on the PDC.

Does “entry year” mentor program apply to teachers new to the district, teachers new to teaching, teachers who change subject matter, or all of these?

Certification standards require only those teachers **new** to teaching who have not taught a full year in a public school to participate in the “entry year” mentor program. A second year of mentoring is recommended.

Must teachers have an Individual Professional Development Plan (IPDP) for the first two years of teaching?

An Individual Professional Development Plan (IPDP) is required throughout the time that a teacher has a Professional Certificate I (PC I) or Professional Certificate II (PC II). *(The sample IPDP can be found in Appendix E).*

Note: Since a teacher must have a professional development plan until a Continuous Professional Certificate (CPC) is received it would be at least ten years, but the choice to review the Professional Certificate II (PC II) could be made. In that case a professional development plan would be needed for a longer period of time. *(For more information, refer to certification guidelines, discussed later in this section, page 17, and Appendix E).*

Must teachers joining the public system from a private school prepare a Professional Development Plan (PDP) even though they have taught at least one year in a private school?

Yes.

Does a teacher who is teaching with temporary certification need a mentor and a professional development plan for two years?

Yes. During the first year of teaching in a public school, a teacher must



have a mentor and must write a Professional Development Plan (PDP). The teacher must also write a Professional Development Plan (PDP) the second year.

In selecting Professional Development Committee (PDC) members, does the entire district staff vote, or can individual schools elect PDC members?

School systems may use whatever methods they wish to select Professional Development Committee (PDC) members; however, members must be selected by teachers. Consideration should be given to including specialized staff such as Title I, Gifted, Special Education, etc.

What type of follow-up assistance are universities required to provide?

The law is not specific. However, section 4.(2) does specify “retraining, internships, counseling, and in-service training.”

Can a district Professional Development Committee (PDC) meet and vote on items without an administrative advisor present?

Yes. However, Professional Development Committee (PDC) work must be done in consultation with district administration. A close working relationship should be established among teachers and the district administration as they work to plan professional development activities aligned to that district’s Comprehensive School Improvement Plan (CSIP).

Is training for the PDC required?

Training is not required; however, it is highly recommended.

Is the PDC responsible for helping all new teachers in the district create their individual plan or is this the responsibility of the new teacher and mentor?

The PDC should create a “generic plan” that can be used by all new teachers. The mentor should then work with the teacher to develop his/her unique goals. For example, the PDC may establish a new teachers’ orientation pertaining to district and school policies, while mentors work individually with teachers to enhance classroom management skills, instructional strategies, content knowledge, etc.

How can special education (Comprehensive System of Personnel Development) (CSPD) professional development plans be incorporated into the District’s Professional Development Plan? (DPDP)

Missouri, consistent with the requirement of Individuals with Disabilities Education Act, provides special education funds for personnel/development/training. Each school district is allotted ten dollars per child, per the district’s December 1 special education child count for professional development for special education staff. Each school district addresses in its Compliance Plan how these professional development funds will be used. In addition to these locally available funds, state special education funds support state projects and outreach services, providing support and technical assistance for special education programs and personnel.



Notes

B. The Outstanding Schools Act of 1993

SB380, Section 7; RSMo

7.1 Beginning with fiscal year 1994 and for all fiscal years thereafter, in order to be eligible for state aid distributed pursuant to section 163.031, RSMo., a school district shall allocate one percent of monies received pursuant to section 163.031, RSMo., exclusive of categorical add-ons, to the Professional Development Committee (PDC) of the district as established in subdivision (1) of subsection 4 of section 168.500 RSMo. Of the monies allocated to the PDC in any fiscal year as specified by the subsection, seventy-five percent of such funds shall be spent in the same fiscal year for purposes determined by the professional development committee.

163.021.5. No school district shall receive state aid pursuant to section 163.031, if such district was not in compliance, during the preceding school year, with the requirement, established pursuant to section 7 of this act, to allocate revenue to the Professional Development Committee (PDC) of the district.

This Act is very important because, while The Excellence in Education Act of 1985 remains in effect, The Outstanding Schools Act of 1993 (SB380) changes the emphasis and the process for professional development. The Excellence in Education Act of 1985 recognized the need for teachers to grow professionally. The intent was to establish professional development opportunities for beginning and established teachers as individuals.

This latest legislation, The Outstanding Schools Act of 1993 (SB380), by its title, calls for a shift in practice. The emphasis is now on individual growth, systemic improvement, and increased student performance.

How, then, can the school system provide professional development training for its teachers so that students will become better achievers? Instead of emphasizing individual professional development based on a random needs assessment, the emphasis is on focused professional development for the entire school system. The Outstanding Schools Act of 1993 (SB380) also recognizes the importance of collaboration among the Professional Development Committee (PDC), the administration, and the board of education; thus, the language “of the monies allocated to the Professional Development Committee (PDC) . . .

such funds shall be spent . . . for purposes determined by the professional development committee after consultation with the administrators of the school district and approved by the local board of education as meeting the objectives of a school improvement plan of the district that has been developed by the local board.”

Although, all professional development must be tied to the objectives of the Comprehensive School Improvement Plan (CSIP), needs assessments are still appropriate, particularly when focused on the CSIP. The Excellence in Education Act of 1985 also specified that faculty suggestions, ideas, and recommendations are



to be presented to the proper authority while the Outstanding School Act of 1993 (SB380) specifies the importance of consultation with the administration and the necessity for board approval.

From these acts, Missouri has developed an indepth, organized, systemic approach to professional development. Professional development must have a specific, clear focus for school improvement which helps students become high achievers and successful in school.

Effective date: August 28, 1993

Key provisions:

- ➡ A district must allocate one percent of the state funds received through the school foundation program, exclusive of categorical add-ons, to the Professional Development Committee (PDC) for the professional development of certified staff.
- ➡ Seventy-five percent of the one percent must be spent in the fiscal year that the one percent is received.
- ➡ Purposes for expending the mandated professional development funds are to be determined by the Professional Development Committee (PDC) in consultation with administrators and approved by the local school board.
- ➡ Professional development expenditures under this section shall be spent for the purpose of meeting the objectives of a Comprehensive School Improvement Plan (CSIP) of the district as developed by the board.
- ➡ The penalty for not complying with the requirements is loss of state aid during the next school year.

Questions and Answers

Must the twenty-five percent carryover money be spent the next year?

Although not specifically addressed by law, the Department of Elementary and Secondary Education (DESE) guidelines specify that it must be spent first in the following year.

By what date must seventy-five percent to one-hundred percent be spent?

Generally, bills must be paid by June 30 of the current year.

What does “after consultation with the administrators of the school district” mean?

Teachers on the Professional Development Committee (PDC) and administrators should discuss, consider, and agree upon all aspects of the District’s Professional Development Plan (DPDP). Ideally, administrative representatives work on the PDC as non-voting members, so that collaboration occurs as the plan is developed. If elected by teachers, the administrator is a voting member. Otherwise, the administrator serves as a non-voting member or a consultant.



Notes

What does the law mean by “a school improvement plan?”

The intent of the law is that the set-aside funds be used for professional development designed to help districts meet the objectives of their Comprehensive School Improvement Plans (CSIPs), using the Missouri School Improvement Program (MSIP) as a model or guide. The law does not specify that the plan must be aligned to MSIP, but it would not be practical to have two plans: MSIP plan and a separate school improvement plan.

Must a new district professional development plan be written each year?

Professional development plans may be drafted for one year at a time or for multi-year periods with annual reviews, revisions, and updates.

Must the professional development plan be approved by the board each year?

Yes. After the Professional Development Committee (PDC) has devised a new plan or reviewed, revised, and updated the previous year’s plan in consultation with the administration, it must be presented to the board for approval.

Is an end-of-the-year report required?

An end-of-the-year report is not required, but is recommended to provide feedback for the staff and the board. Annual program evaluation is always essential for future planning.

How will compliance for the expenditure of Professional Development Committee (PDC) funds be monitored?

During each Missouri School Improvement Program (MSIP) on-site review, the visiting team will review the Professional Development Plan (PDP), interview teachers, and reach a conclusion with respect to whether the district is in compliance with the statute. Annually, districts will report the expenditures under this provision separately from other expenditures on the Annual Secretary of the Board Report (Form FD/5, Function 2214). Regular audit reports may be required to include compliance statements.

What is the penalty if a district fails to allocate and expend the required amounts for professional development?

The district will not receive state aid under the foundation program during the following year.

Does the one percent foundation formula apply to money received specifically for summer school?

No.

Can more money be spent on professional development than one percent of the foundation money?

Definitely. Districts are encouraged to support professional development with additional monies whenever possible. Certainly district funds should be set aside for the development of non-certificated staff since one percent monies cannot be used for non-certificated staff. In addition, districts are encouraged to explore



additional federal and state funds for professional development such as Title I, Technology Acquisition and Enhancement, and video funds. Districts are also encouraged to secure competitive grants which also provide professional development funds.

Who writes the Comprehensive School Improvement Plan (CSIP)?

This plan should be a collaborative plan written by administrators, teachers, patrons and students. The local board of education is responsible for approval of this plan. No one person should write the plan.

Should the plan be made public to all district staff?

The CSIP should be public to all staff and patrons.

Can local boards reject the Professional Development Committee's (PDC's) Professional Development Plan (PDP)?

Yes. If this happens, the Professional Development Committee (PDC) must consult with the administration, make adjustments to the plan, and resubmit it to the local board of education for approval.

2. Missouri School Improvement Program-Third Cycle (MSIP)

THIRD CYCLE MISSOURI SCHOOL IMPROVEMENT PROGRAM (MSIP) STANDARDS FOR PROFESSIONAL DEVELOPMENT

The Missouri School Improvement Program (MSIP) includes a review of the school district's professional development program. Working with district administrators, Professional Development Committees (PDCs) must provide documentation in several areas. (*Refer to Appendix A to review MSIP standards that address professional development*).



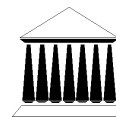
Notes



3. REPLACE THIS PAGE WITH YOUR SCHOOL DISTRICT'S COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (CSIP). (Guidance in preparing a CSIP can be found by using the following DESE web site: <http://www.dese.state.mo.us/divschsvc/msip/index.html>)



Notes



4. TEACHER CERTIFICATION

The Professional Development Committee (PDC) can be of service to district teachers by helping them work toward upgrading certification. This can be accomplished in at least two ways: (1) develop a strong mentoring program which emphasizes that mentors assist new teachers; (2) whenever possible, provide professional development opportunities that are consistent with the district Comprehensive School Improvement Plan (CSIP) and simultaneously helpful to teachers striving to meet certification upgrade standards.

About Missouri Teaching Certificates

The teaching certificate is the official license to teach in the state of Missouri. According to state statute (Section 168.011 RSMo), a valid certificate is required for teachers in Missouri public schools. Two copies of the teaching certificate are provided. The superintendent's copy is to be on file with an employing school district, and the teacher's copy should be retained for his/her personal file. The teacher must make sure that the superintendent's copy is returned when he/she leaves a school's employment. The teacher must examine the certificate carefully and report any errors to the Teacher Certification Office, Missouri Department of Elementary and Secondary Education at (573) 751-0051. The DESE web site for certification is <http://www.dese.state.mo.us/divurbteached/teachcert/certclass.html>

REVOCATION

The Missouri State Board of Education may refuse to issue or renew, or may suspend or revoke a certificate of license to teach upon satisfactory proof of incompetency, cruelty, immorality, drunkenness, neglect of duty, annulment of a written contract, or upon conviction of a felony or crime involving moral turpitude.

CLASSIFICATION

- **LIFETIME** Prior to September, 1988, applicants who met all requirements were issued a lifetime certificate, except in Vocational Education.
- **VOCATIONAL** Two- or five-year certificates are issued in this area to be used in approved vocational schools at the secondary, postsecondary, or adult level.
- **ADMINISTRATION** Five- or ten-year certificates are issued for Elementary, Middle School, or Secondary Principals; Superintendents; Special Education Directors; and Vocational Education Directors.
- **GUIDANCE** Five- or ten-year certificates are issued for Elementary and/or Secondary Counselors; School Psychological Examiners, and School Psychologists.
- **PROVISIONAL** Two-year nonrenewable provisional certificates are issued to teachers who lack a few hours of meeting all the requirements for full certification. The largest number of provisional certificates are issued to teachers who are adding an additional area of certification or to teachers moving into Missouri from another state. Provisional certificates are only issued at the request of the employing Missouri school district.



Notes

➡ **PROFESSIONAL** Since September, 1988, applicants who have met all requirements for certification have been issued a professional classification. This three-level plan is designed to encourage professional growth during the first ten years of your career. Assignment of the classification is based upon the number of years of approved teaching experience. The three levels of professional classification are:

- ❑ Professional Certificate I (PC I): less than three years of approved teaching experience
- ❑ Professional Certificate II (PC II): a minimum of three years of approved teaching experience
- ❑ Continuous Professional Certificate (CPC): a minimum of ten years of approved teaching experience and a master's degree in education or in an area of certification

Teachers holding lifetime certificates in other areas will enter under the appropriate level of professional classification for any new area(s) of certification.

Substitute Certificates are issued for a period of one school year. A substitute certificate may be granted to applicants who have completed a minimum of 60 semester hours of credit from a regionally accredited college/university. All applicants must complete a background check. Substitute certificates are applied for by an employing Missouri Public School District.

A person who holds a valid Missouri elementary or secondary certificate(s) (life, professional, or provisional) is not restricted to any specific number of days of substitute teaching except: (1) a retired teacher who is receiving retirement benefits is limited to a total of 550 clock hours of substitute teaching each school year, and (2) classification and accreditation standards require the person filling a teaching position on a continuing basis to be appropriately certificated for the area of service.

Ph. D. Route to Certification provides for a teaching certificate to be granted to an individual who has earned a doctor of philosophy degree from a college or university accredited by a regional accreditation agency. The certificate is limited to the major area of the applicant's post-graduate agency and must be in a subject area for which there is a Missouri teaching certificate. This must be applied for by a Missouri Public School District.

Alternative Route to Certification was developed to provide an opportunity for college graduates to teach at the secondary level although they have not completed a teacher education program. This certification is offered through an approved college/university and includes specific qualifications for acceptance. It also requires employment with a district prior to being accepted into the college's alternative program.

Special Assignment Certification refers to teaching certificates issued to individuals who are employed by a school district in which there is a documented critical need identified by the district and approved by the Department of Elementary



and Secondary Education (DESE). This must be applied for by an employing Missouri Public School District.

REVISED CERTIFICATION PLAN (Effective May 1, 1993)

PROFESSIONAL CERTIFICATE I (PC I)

Teachers who hold this **three-year** certificate are required to

- ☐ Participate in an entry-year mentor program
- ☐ Develop and implement a professional development plan
- ☐ Complete 30 clock hours of inservice training
- ☐ Participate in performance-based teacher evaluations
- ☐ Participate in a beginning-teacher assistance program sponsored by a college or university
- ☐ Complete three years of approved teaching experience

The Professional Certificate I (PC I) is nonrenewable; requirements must be satisfied to upgrade to the Professional Certificate II (PC II) level. If requirements cannot be met, an extension or reissue may be granted.

PROFESSIONAL CERTIFICATE II (PC II)

Teachers who hold this **seven-year** certificate are required to

- ☐ Continue following a professional development plan
- ☐ Complete 30 additional clock hours of inservice training
- ☐ Complete 12 semester hours of academic credit*
- ☐ Participate in performance-based teacher evaluations
- ☐ Complete seven years of approved teaching experience

Teachers may renew the Professional Certificate II (PC II) an unlimited number of times by repeating the requirements every seven years.

**Teachers who have earned a master's degree in education or in an area of certification are exempt from the 12 semester-hour requirement.*

CONTINUOUS PROFESSIONAL CERTIFICATE (CPC)

This **ten-year** certificate is issued to those who

- ☐ Complete all requirements at the Professional Certificate II (PC II) level
- ☐ Have a minimum of ten years of approved teaching experience
- ☐ Have a master's degree in education or an area of certification

Consult DESE home page at <http://services.dese.state.mo.us> for current information regarding teacher certification.

Teachers may renew the CPC an unlimited number of times by submitting the appropriate form to the state's teacher certification office. More information concerning the Revised Certification Plan is available through the Teacher



Notes

Certification Office, Department of Elementary and Secondary Education (DESE), phone number (573) 751-0051.

***REFER TO APPENDIX B FOR ADDITIONAL INFORMATION
ON CERTIFICATION.***

**5. SHOW ME STANDARDS, CURRICULUM FRAMEWORKS, AND
ASSESSMENT SYSTEM**

The following sections of the Outstanding Schools Act of 1993 (SB380) provide for the development and implementation of academic standards, curriculum frameworks, and a primarily performance-based assessment. All three of these mandates have direct implication for professional development.

Because the standards require students to show what they know, teachers must be able to provide a variety of learning experiences and teaching techniques to support student success. Professional Development Committees (PDCs) must identify professional development opportunities that support teachers as they provide a balance between traditional and hands-on, authentic learning experiences for students.

Writing and implementing a standards-based curriculum creates a need for professional development. The local Professional Development Committee (PDC) through the local plan and budget can support curriculum development and instructional techniques needed to implement a standards-based curriculum.

The development of a primarily performance-based assessment system will affect the way student achievement is measured. Using a three-part assessment, students must show what they know and are able to do with their knowledge in the subject areas identified by the law. For students to have the best opportunity for success, Missouri educators must understand and competently use performance assessment techniques in conjunction with other assessment options. Assisting teachers in understanding and successfully integrating performance assessment techniques into their instructional practices is another consideration for Professional Development Committees (PDCs).

The link between professional development and successful implementation of these mandates is clear. The goal of the standards, frameworks, and performance-based assessment system is twofold: to improve the quality of instruction and to increase student achievement.

**(a) The Outstanding Schools Act of 1993
SB380, Sections 3 and 4 RSMo.**

Section 3.1. By rule and regulation, and consistent with the provisions



contained in section 6 of this act, the state board of education shall adopt no more than seventy-five academic performance standards which establish the knowledge, skills, and competencies necessary for students to successfully advance through the public elementary and secondary education system of this state; lead to or qualify a student for high school graduation; prepare students for post-secondary education or the workplace or both; and are necessary in this era to preserve the rights and liberties of the people.

Section 3.2. The academic performance standards are to be developed and recommended to the State Board of Education by “work groups” composed of professionals with expertise in the subject areas, a majority of whom must be active classroom teachers selected by professional teachers’ organizations of the state. Other teachers may also be appointed to the work groups by the State Board of Education.

Section 3.3. The State Board of Education shall develop written curriculum frameworks that may be used by school districts. Such curriculum frameworks shall incorporate the academic performance standards adopted by the State Board of Education pursuant to subsection 1 of this section. The curriculum frameworks shall provide guidance to school districts but shall not be mandated for local school boards in the adoption or development of written curricula as required by subsection 4 of this section.

Section 3.4. No more than one year after the State Board of Education publishes state curriculum frameworks, each local school board shall adopt or develop a written curriculum designed to ensure that students attain the knowledge, skills, and competencies established by the academic performance standards. Local boards are encouraged to adopt or develop curricula that are rigorous and ambitious, but are not required to use the state curriculum frameworks. Local boards may also establish academic performance standards in addition to those established by the state.

Section 4.1. Consistent with the provisions contained in section 6 of this act, the state board of education shall develop a statewide assessment system that provides maximum flexibility for local school districts to determine the degree to which students in the public schools of the state are proficient in the knowledge, skills, and competencies adopted by such board pursuant to subsection 1 of section 3 of this act. The statewide assessment system shall assess problem solving, analytical ability, evaluation, creativity, and application ability in the different content areas and shall be performance-based to identify what students know, as well as what they are able to do and shall enable teachers to evaluate actual academic performance. The assessment system shall neither promote nor prohibit rote memorization and shall not include existing versions of tests approved for use pursuant to the provisions of section 160.257, RSMo, nor enhanced versions of such tests. The statewide assessment shall measure, where appropriate by grade level, a student’s knowledge of academic subjects including, but not limited to, reading skills, writing skills, mathematics skills,



Notes

world and American history, forms of government, geography, and science.

Section 4.2. The assessment system shall only permit the academic performance of students in each school in the state to be tracked against their own prior performance.

Section 6.1. In developing the assessment system, the State Board of Education must consider the work done by other states, recognized regional and national experts, professional education discipline-based associations, and other professional education associations. The Board must adopt work that has been done by a consortia of other states and may contract with such a consortia to develop and implement the assessment program.

(b) The “Show Me” Standards

All Missourians are eager to ensure that graduates of Missouri public schools have the knowledge, skills, and competencies essential to leading productive, fulfilling, and successful lives as they continue their education, enter the workforce, and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students to reach their maximum potential. To that end, the Outstanding Schools Act of 1993 (SB380) called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. Each of six educator groups comprised of approximately 25 educators representing elementary, secondary, vocational/technical and higher education; and those representing the educational needs of disadvantaged students, students with disabilities, and gifted students worked on the development of the standards.

The Show-Me Standards were reviewed by the State Board of Education, two ad hoc committees appointed by the State Board of Education for that purpose, the Commission on Performance led by former Governor Mel Carnahan, and the teachers of the state through their professional development committees. The standards were also subject to public comment sessions at hearings across Missouri in January, 1996, before they were finally approved by the State Board that same month. The standards are built around the belief that the success of Missouri’s students depends on both a solid foundation of knowledge and skills and the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over, and acts as a springboard to success beyond the classroom.



The standards are not organized as a curriculum. Rather, they serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve their maximum potential. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

These 73 standards are intended to define what students should learn by the time they graduate from high school. There are 33 performance standards listed under four broad goals, and 40 knowledge standards. (*The Show Me Standards can be found in Appendix C*).

(c) The Curriculum Frameworks For Curriculum Development

Effective with the 2000-2001 school year, school districts must have all curricular areas cross-referenced with the Show-Me Standards. Curriculum revision will be an ongoing process.

Curriculum Frameworks are developed as resources to:

- ☐ Assist districts in developing curriculum consistent with the Show-Me Standards
- ☐ Indicate what students should know and be able to do at the end of grades 4, 8, and 12
- ☐ Support teachers in providing high-quality learning experiences for all students
- ☐ Suggest examples of hands-on/real-world activities and classroom performance assessments
- ☐ Suggest effective learning and teaching strategies supported by research and practice
- ☐ Provide examples of quality student work requiring both knowledge and the application of that knowledge

Curriculum Frameworks are not:

- ☐ Required by law for district use
- ☐ Detailed lesson plans or curricula
- ☐ Items on which all students must be tested
- ☐ Directives for uniform programs or textbook adoption
- ☐ Mandates for inclusion of specific teaching methods or programs

To meet the academic standards through a well-organized approach to curriculum will still necessitate the involvement of all students. The following are offered as suggested strategies to help all students become more engaged in learning:



Notes

- ☐ Use a multisensory approach to teaching and learning, including auditory, visual, and hands-on techniques
- ☐ Present concepts in several ways linking them to what students already know and checking frequently for understanding
- ☐ Model learning strategies and encourage students to talk about their own thinking and learning processes
- ☐ Teach students how to organize their thoughts using drawings, charts, outlines, thumbnail sketches; and computer-generated flow charts, spread sheets, and databases, etc.
- ☐ Encourage students to use technology as a user-friendly tool for learning
- ☐ Use questions and approaches that require inquiry, problem solving, and the synthesizing of ideas
- ☐ Provide equal opportunities for all students to participate in class activities
- ☐ Adapt materials to accommodate students with special needs
- ☐ Provide real-life and work applications of what students should know and be able to do
- ☐ Develop a classroom assessment program that allows all students to show what they know and can do

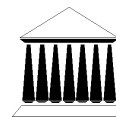
A copy of the curriculum frameworks can be obtained on the DESE Web site or by calling, (573) 751-4234, the Missouri Department of Elementary and Secondary Education (DESE), Division of Instruction.

(d) Student Assessment

According to the law, as indicated earlier, the Missouri Assessment Program (MAP) must possess specific characteristics.

MAP:

- ☐ must assess problem-solving, analytical ability, evaluation, creativity, and application;
- ☐ must measure ability in the different content areas;
- ☐ must neither promote nor prohibit rote memorization;
- ☐ must measure, where appropriate by grade level, students' knowledge of academic subjects, including but not limited to, reading, writing, and math skills; world and American history; forms of government; geography; and science.

**Notes**

The Missouri Assessment Program (MAP) is in place and all districts are required to participate. The following table lists each subject and the grade level at which it is administered.

Math	4, 8, 10
Communication Arts	3, 7, 11
Science	3, 7, 10
Social Studies	4, 8, 11
Health/Physical Ed.	5, 9
Fine Arts	5

Annual Missouri Assessment Program (MAP) results for districts will be sent on CDs and Clear Access software can be used to analyze the data. All districts are provided one copy of Clear Access software if they attend training to use the software. The number to call with questions/comments regarding Missouri's assessment system is The Missouri Department of Elementary and Secondary Education Assessment Section at 1-800-845-3545. The web site is <http://www.dese.state.mo.us/divinstr/curriculum>.